

FRANCINE DUNCAN-MARTIN:

I am pleased to inform you that CLASS ACT EDUCATIONAL ATHLETIC (EA) SPORTS PROGRAM has been granted probationary approval status by the Michigan Department of Education (MDE) to be a provider of supplemental educational services (SES) under Section 1116(e)(4) of Title I of the *Elementary & Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. The list of approved providers for the 2011-12 academic year will be posted on MDE's website at www.michigan.gov/mde-ses. Please read the attached information regarding your probationary status as a new state-approved SES provider.

Each local school district or public school academy with a Title I school that has failed to make adequate yearly progress for three or more consecutive years will provide parents with a list of approved SES providers in their area. Each district will contact you, the provider, to begin negotiating an SES contract.

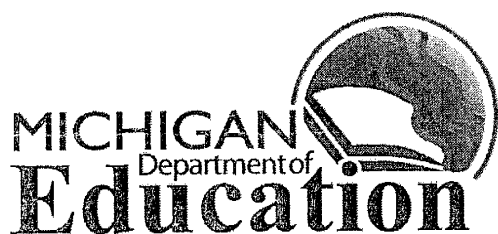
In addition, MDE is required to develop and implement methods for monitoring the quality and effectiveness of the SES provided. To meet this requirement, MDE is currently engaged in a formal evaluation of currently approved providers. MDE will be required to withdraw approval if a provider fails for two consecutive years to contribute to improved academic achievement for the participating students.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Your probationary status will be reviewed after the completion of the 2011-12 academic year. Providers that have met the probationary requirements will be granted full approval status. Those that have not met the probationary requirements will be considered on a case by case basis. This may result in either an additional year of probation or removal from the state approved SES provider list. There is no appeal process; all decisions made by MDE are final.

Thank you for your interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or MDE-SES@michigan.gov.

Mark Coscarella, Assistant Director
Office of Education Improvement & Innovation



OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

2011-12 PROBATIONARY STATUS - IMPORTANT!

All newly approved SES providers are placed on probationary status for one year.

During the Probationary Period, Providers Must:

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

During the Probationary Period, Providers are subject to:

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
 - o Title I, Part A, Section 1116
 - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
 - o Michigan's Assurances and Code of Ethics for SES providers
 - o Contracts with individual school districts or public school academies (PSAs)

Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.



Office of Education
Improvement & Innovation
 Supplemental Educational Services
 Application Review Consensus 2011-2012

Entity Name: Class Act Sports LLC

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	30	20	Yes	None
2	10	10	Yes	None
3	9	7	Yes	None
4	10	7	Yes	None
5	8	7	Yes	None
6	8	7	Yes	None
7	9	7	Yes	None
8	4	3	Yes	None
9	5	-	-	-
Application Total	93	Met Min in all Criteria?	Yes	

Hourly Rate Calculation			25
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction	Minimum number of hours required for student to achieve their individualized learning goals
\$2000 ÷	\$80.00	= 34	

Is the total application score 85 or greater? Yes

Did the application meet the minimum in each criterion? Yes

Is the hourly rate calculation sufficient? Yes

Does the applicant entity ever lower the hourly rate to guarantee each student receives a specific # of service hours? Yes

Is the application recommended for approval? Yes

59
16/58
7/93**SECTION A. BASIC PROGRAM INFORMATION**

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

Instructions : Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number:

2. Legal Name of Entity:

CLASS ACT SPORTS LLC

3. Name of Entity as you would like it to appear on the Approved List:

CLASS ACT EDUCATIONAL
ATHLETIC (EA) SPORTS
PROGRAM

4. Entity Type:

- ☒ For-profit
☐ Non-profit
☐ Michigan corporation
☐ Corporation organized in another state
☐ Individual

5. Check the category that best describes your entity:

- ☒ Business
☐ Child Care Center
☐ Community-Based Organization
☐ Educational Service Agency (e.g., RESA or ISD)
☐ Faith-Based Organization
☐ Institution of Higher Education
☐ Other (specify):
☐ School District (LEA, ISD)

Provide Michigan (or other state) Corporation ID number

D58118

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: FRANCINE

Last Name: DUNCAN-MARTIN

Phone: * (313) 657 - 1993 e.g. (xxx) xxx - xxxx

Fax: * (248) 494 - 4451 e.g. (xxx) xxx - xxxx

Street Address: 19015 ELSMERE

City: *
EASTPOINTE

State: *

MI Zip: * 48021

E-Mail: * fdm@classactes.com

Website under construction

7. Local Contact Information (This contact information will be published)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: CHARLES

Last Name: MARTIN

Phone: * (313) 617 - 4922 e.g. (xxx) xxx - xxxx

Fax: * (248) 494 - 4451 e.g. (xxx) xxx - xxxx

Street Address: * P.O. BOX 442305

City: *
DETROIT

State: *

MI Zip: * 48244

E-Mail: * c.d.martin@sbcglobal.net

Website: Under construction

8. SES History:

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider? ☒ Yes Provide entity name:

CLASS ACT TUTORING AND EDUCATIONAL SERVICES, LLC

Past provider? ☐ Yes List previous provider company name(s):

Is the applicant entity a current or past approved SES provider in any other state?

☐ Yes ☒ No

If yes, list the state(s) in which entity has been an approved SES provider:

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

☐ Yes ☒ No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

☐ Yes ☒ No

If yes, explain:

9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

☒ Statewide

10. Conflict of Interest Disclosure:

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

☐ Yes ☒ No

What school district are you employed by or serve:

In what capacity are you employed by or do you serve (position title):

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

☒ Community Center

☒ LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).

☒ Place of Business

☒ Place of Religious Worship (e.g., church, synagogue, mosque, temple)

☒ Student's Home

☒ Via Technology (site-based)

☐ Online

☐ Other (specify):

12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)

☐ Yes ☒ No ☐ At select sites only

13. Subject Areas:

Check all that apply.

☒ English language arts ☒ Mathematics ☒ Science ☐ Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

☒ K ☒ 5 ☒ 9
☒ 1 ☒ 6 ☒ 10
☒ 2 ☒ 7 ☒ 11
☒ 3 ☒ 8 ☒ 12
☒ 4

K-12

Note: Applicants proposing to serve grade levels 7-12 and to provide tutoring in math and science to grade levels 7-12 will receive 5 bonus points to be added to the total score. **NOTE:** Both math and science must be proposed for grades 7-12 in order to receive bonus points!

15. Minimum Number of Students:

Indicate the minimum number of students needed in order to provide services in each district. 25

16. Maximum Number of Students:

Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality service and results. 300

17. Specific Student Populations:

Indicate which sub-groups the applicant entity will be qualified to serve:

English Language Learners (ELL)

☐ Yes ☒ No

If yes, in which language:

Students with Disabilities:

☒ Yes ☐ No

If yes, which disabilities:

cognitive impaired, ADHD, AD

18. Session Information:

Ideally, how many days per week would a student be scheduled for services?

3 days

Ideally, for how long each day would a student receive services (in minutes)?

120 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?

25 hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$60.00

\$60

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☒ Yes ☐ No

If yes, what is the guaranteed minimum number of service hours each student receives: 25

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.

20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students:1 tutor for non-computer based instruction
- 1-8 students:1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students:1 tutor for online instruction with an off-site facilitator

- | | |
|---|---|
| 5 | students:1 tutor—Non-Computer based instruction |
| 8 | students:1 tutor—Computer-based instruction (classroom setting) |
| 0 | students:1 tutor—Online instruction (off-site facilitator) |

21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.

Class Act Educational Athletic (EA) Sports After-School Program combines mathematics, language arts and science tutoring services with football and basketball training along with mentoring. This program's focus is to motivate the sports-minded student to achieve academically. Class Act EA will use the web-based Study Island Program. This curriculum may be computer-based where a tutor facilitates a group of eight (8) or less students in a classroom setting or with the use of computer-generated worksheets, assessments and study guides in groups of five (5) or less. This program identifies the student's academic deficiencies then provides lessons, reviews and assessments to ensure mastery. Another major component is mentoring. Each tutor will be a sports enthusiast and professionally equipped to teach and reach each student. Class Act EA has a points reward program. During the week, students must complete four (4) hours of tutoring to participate in weekend football or basketball mini camp. Points are accumulated by attendance, performance, behavior, and enthusiasm. Area football and basketball coaches will facilitate the weekend camps.

SECTION B. CRITERIA

Instructions: All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

Applications that contain plagiarized information will not be considered.

Criterion 1 (30 points):

Financial Soundness and Management Structure

Rationale: The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for **at least six months for the maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.
NOTE: Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.

- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses for at least twelve months, ending in June 2012.**
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **the minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);
NOTE: individual school districts may require additional professional liability insurance coverage.
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

Criterion 2 (15 points):
Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Rationale: : Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards[NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: : Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

Narrative (limit 7,880 characters): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

Criterion 2

Class Act Educational Athletic Sports After-School Program, henceforth CA-EA, combines mathematics, language arts and science tutoring services with football and basketball training along with mentoring. This program's focus is to motivate the sports-minded student to achieve academically. CA-EA has a points-based reward program. Though CA-EA will not give cash rewards or expensive gifts, we decided to embrace the idea of linking together academics, sports and mentoring. This idea was birthed as our team brainstormed on ways to engage inner city at-risk students of all ages to not only participate in an after-school tutoring program, but achieve as well. "Today, the debate has moved beyond the question of whether rewards are inherently harmful or beneficial. Specifically, rewards have been found to increase motivation and interest in tasks that are of initial low interest."

(Jalonga, 2007). Interest drives achievement. A study conducted by Margaret Raymond at the Center for Research on Education Outcomes at Stanford University showed that scores on state achievement reading tests increased 4-6% per year where incentives were given. Raymond's research also found that the shorter the lag time between the desired result and the reward, promoted continuance in the program. The CA-EA Program works like this. Students must complete at least four (4) hours of tutoring to participate in weekend football or basketball mini camp. Points are accumulated weekly by attendance, performance, behavior, and enthusiasm. Volunteer coaches will facilitate the weekend mini camps. Mini camps will be 1-2 hrs long where students will have the opportunity to enhance their basketball or football technique/skill. Mini camps will be held at local recreation centers or school gyms.

Our program and curriculum are from Study Island, a web based skills mastery software for grades k – 12. We plan to use both individual and group sessions during the tutoring. The Study Island program/curriculum has proven success and impact on Michigan assessments and educational benchmarks. Study Island has helped schools in Michigan meet adequate yearly progress (AYP) as well improve on MEAP scores. Research shows that in 2006, 96% of schools using Study Island in Michigan met AYP while only 85% of other Michigan schools met AYP so we can conclude that Study Island schools met AYP at an 11% higher rate than non-Study Island schools in Michigan. Research also indicates that Study Island schools had a 38% higher rate of improvement for students that did not meet standards on the MEAP math assessment and a 30% higher improvement for students that did not meet standards on the MEAP English language arts assessment. These studies were completed by Magnolia consulting, an independent research firm. The studies included students who came from urban, suburban and rural areas and showed that 36% received free or reduced lunch. Study Island has also been shown to improve scholastic achievement in other state as well. For example, in Ohio the year prior to the introduction of Study Island, 84% of third grade students were at or above proficiency in reading as determined by the state-calculated proficiency score. When the same students, now fourth graders, after a year of using Study Island took the proficiency test, 89% of the students scored at or above a proficient level in reading.

Research has shown that there are varieties of effective methods that increase student motivation within an instructional environment (Guthrie & Davis, 2003). Providing students with high-interest, diverse materials (Ivey & Broaddus, 2000; Worthy, Moorman, & Turner, 1999), embedding instruction within context (Biancarosa & Snow, 2004; Dole, Sloan, & Trathen, 1995), increasing students' self efficacy and competence (Ryan & Deci, 2000), offering competitive based rewards for performance (Reeve & Deci, 1996), and providing students with choice and autonomy (Patall, Cooper, & Robinson, 2008; Zahorik, 1996) have all been shown to be effective strategies to increase student motivation and engagement. Technology-based instructional programs, such as Study Island, although inherently motivating (Relan, 1992, February), have a unique capacity to incorporate such motivational strategies concurrently within their instructional environments. Study Island includes flexible presentation styles, use of different learning styles, games and incentive prizes. Study Island also encourages parental involvement. The flexibility of web-based instructional environments, such as Study Island, affords parents the chance to play a larger role in their children's academic success by making it easier for parents to obtain access to ongoing reports of student achievement. Research has demonstrated that if parents are more involved either at school or at home, students attain higher levels of achievement (Fan & Chen, 2001; Fehrmann, Keith, & Reimers, 1987; Stevenson & Baker, 1987). Study Island also aims to build student confidence and self-efficacy by providing students with sufficient practice and learning opportunities that will help students realize positive gains in achievement. Students can monitor their own progress as they complete lessons and feel successful watching their mastery level rise. Finally, several constituents and local educational agencies have positive feedback. For example, the fourth grade teacher from Hamtramck Dickinson West says Study Island "is a great way to motivate the kids and have them practice for standardized tests in a fun way. They don't complain about having to answer questions or do the program." Also an administrator from the Olvie Elsie area schools in Michigan says "We have increased our scores significantly since using Study Island."

Overall, Study Island is a great program and curriculum. The schools and districts that use Study Island are satisfied with the progress of their students and learning atmosphere that it creates.

Criterion 3 (10 points):

Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

Narrative (limit 7,880 characters): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and **provide data** that supports your position and findings. Use APA citation style as described in Criterion 2.

The Study Island Mastery Program is web-based interactive program, that serves Grades K - 12. This program is aligned with the Michigan Department of Education Grade Level Content Expectations which is designed to identify the student's skill deficiencies in math, reading, and or science through the pre assessment of a specific skill. If the pre

assessment indicates that the student has already mastered the skill, the student is moves on to the skill. If the student does not successfully answer the lesson's question, the student returns to the lesson and takes another pre and post test until mastery. Instructional Strategies: Each student and tutor has a password and username. Upon signing in, the student must complete a ten-question pretest. Then the student may move on to the lessons and topics. When the student has successfully completed and passed a topic, the student scores a blue ribbon. Red triangles on a particular lesson indicate that the student needs improvement in this area. CA-EA will use the Math, Language Arts, and science programs for all students. Tutors may also make customized printable worksheets as an option to tutor using Study Island.

"Through a comprehensive system of assessment and instructional practice tools, the program functions both as an instructional program and a progress-monitoring tool, providing instructors with ongoing and in depth feedback regarding student progress toward mastery of content standards...The flexible nature of the program creates a personalized learning experience for each student and target remediation to the areas that are most critical." (Case Study Research of Study Island in Michigan, October 1, 2008). The student tutor ratio is 8:1. However, in home tutoring will be one-on-one. Tutoring will be held in a classroom setting, a church computer lab, or an organization with a classroom setting computer lab.

Time of Task: The after school program is 2 hours, 2-3 days a week or on weekends. The Study Island allows for the student to move at his/her own pace. The Program allows for the student to remain on a specific task until it is mastered. After mastery (Blue Ribbon), the student may move on to the next lesson.

Special instructional materials: There no additional instruction materials with Study Island. The program is all inclusive as all instructions, lessons, assessments, monitoring is a part of this web-based program.

Use of technology: CA-EA is convinced that technology in education is crucial in this day of computers, video games, and research supports this fact.

The Office of Educational Research and Improvements (OERI) funded projects and studies that identified the benefits of technology in education. These studies (dating as far back as 1994) cited the many benefits of the integration of technology in education: Here are a few:

- "Increases performance when interactivity is prominent.
- Increases opportunities for interactivity with instructional programs
- Improves attitude and confidence – especially for "at risk" students
- Provides instructional opportunities otherwise not available
- Can increase opportunities for student-constructed learning
- Increases student collaboration on projects
- Helps prepare students for work when emphasized as a problem-solving tool
- Significantly improves student problem solving skills
- Improves writing skills and attitudes about writing for urban special needs students."

The GenevaLogic Report 2007 findings were similar, "In comparing task-based education conducted with computers to similar tasks taught without computers, researchers found ...a higher level of conceptualization of the task in the computer-based instruction...and increased student-to-student collaboration, learning of computer-specific skills, expanded research avenues and enhanced critical thinking opportunities."

Other relevant program components: Though Study Island is the major component of the CA-EA Tutoring Program whereby students in small groups of no more than eight are tutored, CA-EA also embraces cooperative learning and one-on-one instructional strategies. Studies indicate that small group tutoring that incorporates cooperative learning is positive reinforcement for all students to include low income at-risk and special needs students. It is an instructional strategy which encourages problem-solving, completion of academic tasks and learning specific content. Impact Learning, while in small group settings, will set aside time 30-minutes a week where students will pair with another student and work together as each completes a Study Island lesson. Cooperative learning is quite beneficial. "Cooperative learning (CL) is an instructional paradigm in which teams of students work on structured tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Many studies have shown that when correctly implemented, cooperative learning improves information acquisition and retention, higher-level thinking skills, interpersonal and communication skills, and self-confidence (Johnson, Johnson, and Smith, 1998)."

Research shows cooperative learning activities are beneficial across all grade levels. "On an analysis of 122 students on achievement and social interdependence, one research team estimated that students working in cooperative learning environments achieve at about the 80 percentile of students working in either individual or competitive learning situations." (Achieving Student Outcomes through Cooperative Learning Research, Marygrove College, 1999) In an analysis of 67 studies of the achievement effects of cooperative learning, Slavin (1991) discovered that 61 percent of the studies found significantly greater achievement in cooperative learning groups, 37 percent found no differences, and in only one study did traditional classroom control group outperform the cooperative learning group" This research also shows that "at-risk students" (those from lower socioeconomic backgrounds, those assessed with low levels of ability, or those experiencing learning difficulties benefit from cooperative learning structures."

CA-EA also offers one-on-one in the home. The tutor will facilitate the program and work closely with that student that he/she achieves. The one-on-one tutoring service will be in response to the request of the parent, and in most instances, in the home.

Criterion 4 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) -- *Connection to Content Expectations*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

Narrative (limit 1,970 characters): Describe how the instructional program connects to specific Michigan content standards. The applicant entity must provide sample student learning objectives and demonstrate alignment to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--00.html Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. Use APA citation style as described in Criterion 2.

Criterion 4

Study Island content is built from the state standards. The Study Island program authors developed the content of Study Island from an in-depth analysis of each state's learning objectives to create highly-specific and individualized versions of the program for each state. The deep customization of both the instructional practice and progress monitoring tools of the program provide precise methods to track and improve students' progress toward meeting state-specific content standards. (Watts, Jennifer 2009)

This is evidenced by the actual online program. See attachments that reflect samples of Study Island screens where the GLCE or HSCE, the lesson, the worksheet and answer sheet are identified.

Criterion 5 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
 - Instructional strategies
 - Focus on student learning
 - Assessment & communication of progress to students, parents, and LEAs
 - Documentation of tutoring sessions and student progress
 - Differentiation of instruction based on diagnosed student needs
 - Feedback to students and employees

Narrative (limit 1,970 characters): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

Instructors must be professionals with at least a Bachelor's Degree. All tutors must complete an application, provide an official transcript, and be interviewed by the Management/Administrative Team. College transcript must show tutors capability of tutoring the subject matter. If accepted, the independent contractor must be fingerprinted by L-1 Identity Solutions and receive an FBI background clearance.

Professional development: We will have two Professional Development Days as a group prior to the beginning of the program. The first day is designed to go over the tutor contract, attendance records, progress reports, accident reports, expectations, Code of Ethics and Assurances, and oaSES Management Program training which would be how to enter attendance and progress reports only.

The second day is to have Study Island training. All tutors are required to have laptops.

Professional Development will be held once a month. Attendance is mandatory. These meetings are will address any concerns, changes in the district programs, or any other pertinent information to include instructional strategies, and student participation.

Though Study Island is a web-based program, the Program Manager will train tutors on instructional strategies.

Assessment and communication of progress to students, parents and teachers is available.

Documentation of tutoring sessions and student progress is always available. Tutors are required to input attendance daily and monthly progress reports into the oaSES.

Differentiated Instruction: Study Island assesses each student individually. Each student follows their own individual lesson plan and separate skills though they may be in a classroom with others. Each has their own road map. Study Island is a great tool for differentiated instruction as it is diagnostic.

Feedback to students and employees: Daily feedback about a student's performance, behavior, etc. should be given, as necessary. Study Island provides immediate feedback and remediation. Surveys will be used to give feedback to tutors regarding their performance, accuracy, and commitment to the program. Parents will have an opportunity to evaluate the performance of the tutor using a survey prepared by the Program Manager. The Program Manager will evaluate the performance of the tutors.

Criterion 6 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

Narrative (limit 1,970 characters) : Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

Criterion 6

Class Act-Music uses Study Island because it is objection, identifies the individual needs of each student, provides remediation and designs a plans specific to the needs of the individual. With the exception of the games, Study Island is always in assessment, lesson, practice, assessment, and feedback mode. Assessment is throughout the program, but unlike some assessments, this program centers specifically and objectively upon the student. Furthermore, fear of failing a test and other knowing it is totally non existent as each student moves at his/her own pace and privately proceeds forward.

The Blue Ribbons are given for the successful completion of a lesson and red triangles indicate the need for improvement. This program gives immediate feedback and encourages the student's continued learning. As a web-based program, the student is always seeing a new question. The student never gets the same question in this program no matter how many times the student fails has an incorrect answer.

Study Island also has reports that can serve as a diagnostic tool to provide additional information to parents about the student's progress (Study Island).

Let's not forget the tutor.

The tutor facilitates the activities and is there to assist the student in the learning experience. The tutor ensures that the student progresses and is moving at a reasonable pace. Study Island provides the instructional tool for the student; however, the tutor is there to provide clarity, motivation, positive feedback and support.

Criterion 7 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Communication Plan

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15).

Evaluation: The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

Narrative (limit 1,970 characters): Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s).

Criteria 7

All tutors are required to do monthly written progress reports in the oaSES Management program per their contract. The Program Manager retrieves the document and submits the progress with the monthly invoice (and original attendance records, if required) to the district. Progress reports are simultaneously sent to the parents and teachers. Tutors who fail to submit progress reports for their students to the Program Manager will not be paid for tutoring services until they do. This language is cited in the tutor contract. Failure to do the progress reports and any other documentation identified

in the contract (i.e., attendance reports, accident reports, etc.) as requested, is a breach of contract, and has legal ramifications. Progress reports, attendance records, tutor contracts, check stubs, etc. are maintained for up to seven years as required. The process for obtaining feedback related to the child's instructional goals is to visit the parent's home or meet at a public location, such as the neighborhood library, to discuss the pre assessment results and allow the parent to have input as to the goals identified on the Learning Plan and even change them as the NCLB is a parent-driven program. Providers must allow them to have input into their child's educational experience. Some districts do not require parents an opportunity to review the Learning Plan. Parents should be given that option. If, however a parent is reluctant or non-responsive, the tutor should make at least three (3) attempts to meet with the parent. These attempts should include a home visit, a letter sent via postal services and/or letter given to the child from the school and a phone call. If all this fails, tutoring may proceed because the parent signed a SES Application giving the provider the authorization to tutor their child. On another note, if the parent is non-responsive as it relates to discussing the progress of the student, we will contact the teacher, if at all possible, and get input from her/him.

Criterion 8 (5 points):
Fluency and Mechanics

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

Criterion 9 (5 points):

Applicants proposing to serve grade levels 7-12 and provide tutoring in **math and science both** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Evaluation: 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

Narrative: No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

SECTION C. ASSURANCES

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have

successfully completed fingerprinting and criminal background checks as required in the district contract.

9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent (s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).
13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SECTION D. SES PROVIDER CODE OF ETHICS

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.

15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
 - a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
 - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
 - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

SECTION E.

Reference List:	CA SPORTS references.doc
Business License:	Class Act Sports LLC Business License.pdf
Insurance or Insurance Quote:	professional liability document. Class Act Sports.doc
Cash Flow:	cash flow - class act sports.xls
Expense Minimum:	CASports EXPENSES - MINIMUM.xls
Expense Maximum:	CASportsEXPENSES - MAXIMUM NO. OF STUDENTS.xls
Evidence of Cash-on-Hand:	CA SPORT CASH ON HAND.pdf
Billing and Payment:	CA SPORT BILLING AND PAYMENT UPLOAD.pdf
Financial Narrative:	CLASS ACT SPORTS - FINANCIAL NARRATIVE.doc
Tables, Charts and Graphs to Support Criteria (optional), and Reference List:	CA SPORTS LEARNING OBJ AND CHARTS.pdf

CLASS ACT SPORTS, LLC
EXPENSES - Minimum Number of Students

DESCRIPTION OF EXPENSES	Amount(s)
Advertising/Marketing	2,000.00
Bank Charges)	240.00
Misc.(snacks, etc.)	1,000.00
Insurance (\$1,014.45 + 974.00)	1,988.00
Study Island On-line Program (based on 25 students (minimum)	1,125.00
Accountant (Financial Consultant)	1,200.00
Program Manager/Site Coordinator (\$50/hr x 6 hrs/week=\$300 per week (Estimate 10 weeks).	8,000.00
*Contract Tutors (1099) @ \$50.00 hr./5:1 ratio	\$6,250.00
Facility (Example DPS Facility Rental Fee)	3,000.00
Supplies: Copying, Paper, Stamps, Pencils, Pens, Markers	2,500.00
Telephones/Internet	1,200.00
oaSES Management	3,000.00
Totals	\$31,503.00

*Based on minimum of 25 students students tutored an average ratio of 1:5. at \$50 per hour. The maximum ratio is for this web-based program in a classroom setting is 8:1 which will decrease the tutor expense.

*Estimates are based on a 10 week program.

CLASS ACT SPORTS, LLC
EXPENSES - Maximum Number of Students

DESCRIPTION OF EXPENSES	Amount(s)
Advertising/Marketing	11,200.00
Bank Charges	240.00
Misc.: (snacks, etc.)	2,400.00
Insurance (\$1,014.45 + 974.00)	1,988.00
Study Island On-line Program	12,000.00
Accountant (Financial Consultant)	3,600.00
Program Manager	24,000.00
Contract Tutors (1099) @ \$50.00 hr.	\$110,000.00
Facility (Example DPS Facility Rental Fee)	20,000.00
Supplies: Copying, Paper, Stamps, Pencils, Pens, Markers	4,200.00
Telephones/Internet	3,500.00
oaSES Management Program	7,538.00
Totals	\$200,666.00

*This Contract Tutor expense is based on 300 students tutored an average ratio of 1:5. at \$50 per hour. The maximum ratio is for this web-based program in a classroom setting is 8:1 which will significantly decrease the tutor expense.

*Estimates are based on a 10 week program.

CLASS ACT SPORTS, LLC

Cash Flow Budget Worksheet

	Jul-11	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12
Beginning Cash Balance		\$189,880	\$188,760	\$166,702	\$158,532	\$139,262	\$128,992	\$126,248	\$231,590	\$330,532	\$443,074	\$441,204
Cash Inflows (Income):												
Cash on Hand	40,000											
Investors Commitment	150,000											
Projected Revenue	0						18,000	144,000	144,000	144,000		
Other:												
Total Cash Inflows	\$190,000	\$189,730	\$188,760	\$166,702	\$158,532	\$139,262	\$146,992	\$144,000	\$144,000	\$144,000	\$0	\$0
Available Cash Balance	\$190,000	\$189,730	\$188,760	\$166,702	\$158,532	\$139,262	\$146,992	\$126,248	\$375,590	\$474,532	\$443,074	\$441,204
Cash Outflows (Expenses):												
Advertising/Marketing	0	0	5,000	5,000	100	0	0	1,000	0	0	0	100
Bank Service Charges	20	20	20	20	20	20	20	20	20	20	20	20
Misc. (snacks, etc.)	0	0	0	100	100	200	500	500	500	500	0	0
Insurance	0	0	1,988	0	0	0	0	0	0	0	0	0
Study/Island Curriculum	0	0	12,000	0	0	0	0	0	0	0	0	0
Accountant	100	100	100	100	100	100	100	100	2,500	100	100	100
Program Manager	0	1,000	2,000	2,000	3,000	3,000	3,000	3,000	3,000	2,000	1,000	1,000
Contract Tutors (1099)	0	0	0	0	0	5,000	15,000	30,000	35,000	25,000	0	0
Facility Rental	0	0	0	0	1,000	1,000	1,000	1,000	1,000	1,000	0	0
Supplies/Copying/Stamps	0	0	500	500	500	500	500	500	500	300	300	100
Telephone/Internet	0	0	350	350	350	350	350	350	350	350	350	350
oaSES Management	0	100	100	100	100	100	274	2188	2188	2188	100	100
Subtotal	\$120	\$1,220	\$22,058	\$8,170	\$19,270	\$10,270	\$20,744	\$38,658	\$45,058	\$31,458	\$1,870	\$1,770
Other Cash Out Flows:												
Capital Purchases												
Loan Principal												
Owner's Draw												
Other:												
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cash Outflows	\$120	\$1,220	\$22,058	\$8,170	\$19,270	\$10,270	\$20,744	\$38,658	\$45,058	\$31,458	\$1,870	\$1,770
Ending Cash Balance	\$189,880	\$188,760	\$166,702	\$158,532	\$139,262	\$128,992	\$126,248	\$231,590	\$330,532	\$443,074	\$441,204	\$439,434

Total
40,000
150,000
450,000
0
0
0
640,000
11,200
240
2,400
1,988
12,000
3,600
24,000
110,000
20,000
4,200
3,500
7,538
\$200,666
0
0
0
0
0
\$0
\$200,666



April 28, 2011

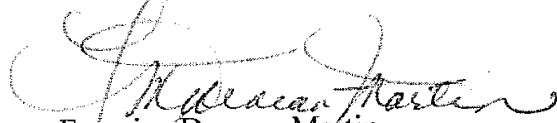
Mr. Greg Olszta
Office of Education Improvement & Innovation
Michigan Department Education Services
608 W. Allegan St., 4th Floor
Lansing, MI 48909

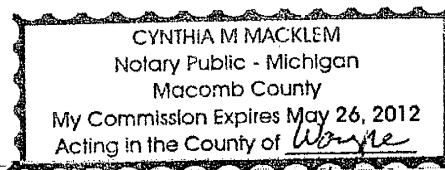
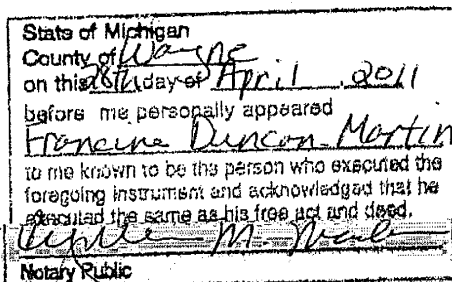
Dear Mr. Olszta:

RE: Investment – Class Act Sports, LLC

Class Act Tutoring and Educational Services, LLC will invest \$150,000.00 to Class Act Sports, LLC for operational expenses for the 2011 – 2012 school year.

Sincerely,


Francine Duncan-Martin
President



Heffernan & Associates, LLC
34119 W. 12 Mile Rd., Ste. 203
Farmington Hills, MI 48331
Phone: (248) 855-7748
Fax: (248) 855-2266

April 27, 2011

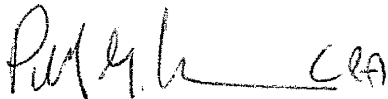
State of Michigan
Department of Education

To Whom It May Concern:

This letter is to acknowledge that I will be the financial consultant and accountant for the business 'Class Act Sports, LLC.' I will consult with the owner Francine Duncan-Martin on all matters involving the business.

Ms. Duncan-Martin and I already have an existing business relationship concerning other businesses. Please feel free to call if you have any questions or need any further information.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Patrick M. Heffernan', followed by a horizontal line and the letters 'CPA'.

Patrick M. Heffernan
Certified Public Accountant

INSURANCE PROPOSAL

PREPARED FOR:

CLASS ACT SPORTS, LLC

Presented by:

T.L. WHATLEY & ASSOCIATES

Account Executive: Cicely Porties, Account Representative

Address: 14710 Puritan Avenue, Detroit, MI 48227

Phone: 313-272-5955

Date: April 28, 2011

This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

PREMIUM SUMMARY

CLASS ACT SPORTS, LLC	PREMIUM
Specified Professionals Professional Liability	\$938.00
Policy Fee	\$53.00
Tax	\$23.45
Total Estimated Premium	\$1,014.45

SPECIFIC PROFESSIONS PROFESSIONAL LIABILITY COVERAGE

Named Insured: Class Act Sports, LLC
Company Name: Mount Vernon Fire Insurance Company
Policy Term: 04/28/11 to 04/28/2012

Coverage Written On: Claims Made Form
Retro:

Limits	Coverage Description
\$1,000,000	Aggregate Limit
\$1,000,000	Each Claim
\$ 1,000	Deductible

Options:

- ☒ Additional Insured Endorsement
- ☒ Defense Costs within Limit of Liability E
- ☒ Defense Costs for Allegations of Sexual Abuse/Molestation
- ☒ Service of Suit Endorsement



ALISA O. GREEN INSURANCE AGENCY INC.
29610 Southfield Road, Suite 103
Southfield, MI 48076

CLASS ACT SPORTS

19015 ELSMERE AVE

East Pointe Mi 48021-2016

The information listed below is the estimate of coverage that was requested. This is only an estimate for the requested business coverage and may change due to certain variables. A lot is based on the number of students serviced. This quote is based on 60 students.

Business- Misc

B-Business Prop---2300

C-Loss Inc Act Loss

L-Business Liab----1000000

Gen Aggret- 2000000

Pco Aggret---2000000

M-Med/ Persn ---5000

Premium: 974.00

Alisa O Green Agency Inc.

248.559.0000 • fax: 248.559.6677

STATE FARM INSURANCE COMPANIES • Home Offices: BLOOMINGTON, ILLINOIS

Michigan Department of Energy, Labor & Economic Growth

Filing Endorsement

This is to Certify that the ARTICLES OF ORGANIZATION (DOMESTIC L.L.C.)

for

CLASS ACT SPORTS, LLC

ID NUMBER: D58118

received by facsimile transmission on April 18, 2011 is hereby endorsed

Filed on April 18, 2011 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.



In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 18TH day of April, 2011.

A handwritten signature in black ink, appearing to read "J. Schepke".

Director

CLASS ACT SPORTS - FINANCIAL NARRATIVE

Class Act Sports, LLC has provided sufficient evidence to support financial soundness of its operation. Class Act Sports has provided a statement from Comerica Bank citing \$40,000 available in its check account. In addition, Class Act Sports has attached a notarized letter from Class Act Tutoring and Educational Services, LLC president citing a financial commitment to invest \$150,000 into the operation of Class Act Sports. The attached Cash Flow Analysis Chart identifies all the expenses to tutor three hundred (300) students. This 12-month Cash Flow Chart identifies revenues, expenses and investor's commitment through June 2012. The Class Act Sports Minimum Expense Chart cites all expenses for twenty-five (25) students. The Class Act Sports Maximum Expense Chart cites all expenses for three hundred (300) students. Insurance quotes from State Farm for business insurance and T.L. Whately and Associates Insurance Company for professional liability insurance are provided. The billing and payment structure is a necessary component of the financial soundness and operation of Class Act Sports.

Class Act Sports uses oaSES Online web-based data management product for tutoring providers to ensure an effective operation administratively and financially.

The Monthly Attendance Record is an attendance log signed by the student or parent each day the student attends a tutoring session. The student or parent signs in at the beginning of the tutoring session and signs out at the end of the session. Tutors then enter attendance daily into the oaSES On-Line Management Program. At the end of each month, this document, signed by both the assigned tutor and student or parent, is submitted to Class Act Sports management staff and the documentation of services is cross-referenced with the data entered into the oases system. This ensures 100% percent accuracy. oaSES has forms for every aspect of the tutoring service to include invoices, billing, and payment. (See attached.). Please note, however, Class Act Sports will comply with the documents and systems that districts require, such as the attached invoice form provided by MDE-SES.

At the end of each month, all documentation is reviewed and the tutor is paid on the 15th of the month for the prior month's tutoring services. The District is invoiced monthly according to the total amount of hours the students are tutored and in accordance with approved hourly amount or lower amount to service the minimal amount of hours identified on the MDE-SES application. This document and respective signed original Attendance Records, invoices, and progress reports are sent to the District on the date identified in the Contract.

Class Act Sports, LLC also uses Quickbooks for Small Business Accounting to track business expenses and generate checks for tutors, and other business accounts not specific to tutoring such as banking, purchases, supplies, etc. In addition, Class Act Sports has secured the services of Patrick Heffernan, CPA of Heffernan & Associates, LLC, a financial consultant to review our financial soundness on a monthly basis to ensure financial fluency and address financial concerns, as needed.

CLASS ACT SPORTS, LLC

REFERENCES

- Jalonga, Mary (2007). *Beyond Benchmarks and Scores: Reasserting the Role of Motivation and Interest in Children's Academic Achievement*. An ACEI Position Paper International Focus Issue, pp. 395-407.
- Raymond, Margaret (2008, April). *Paying for A's: An Early Exploration of Student Reward and Incentive Programs in Charter Schools*. Center for Research on Education Outcome.
- Watts, Jennifer (2008, July 15). *Case Study Research of Study Island in Michigan*. Magnolia Consulting.

Monthly Attendance Record:**CLASS ACT SPORTS**

Student Name: _____

School: _____

Grade: _____

District: _____

Math/Reading/Science _____

Location: _____

Month of: April 20__

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Time In Time Out	Time In Time Out	Time In Time Out
				Parent/Student Sign	Parent/Student Sign	Parent/Student Sign
4	5	6	7	8	9	10
Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out
Parent/Student Sign	Parent /Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign
11	12	13	14	15	16	17
Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out
Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign
18	19	20	21	22	23	24
Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out
Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign
25	26	27	28	29	30	
Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	Time In Time Out	
Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	Parent/Student Sign	

****TOTAL HOURS ELA _____ TOTAL HOURS MATH _____ TOTAL HOURS SCIENCE _____****

I certify that the attendance reported on this form is complete and accurate.

Tutor/Teacher (Print)_____
Tutor/Teacher (Signature)_____
Date_____
Parent/Student (Print)_____
Parent/Student (Signature)_____
Date

CLASS ACT SPORTS

GRADE	FOCUS	HRS	TOTAL \$	PPA USED	PPA LEFT
5	LA	1.00	68.00	120.00	2880.00
5	LA	1.00	70.00	435.00	2565.00
5	LA	1.00	70.00	435.00	2565.00
5	LA	1.00	70.00	435.00	2565.00
5	LA	1.00	70.00	435.00	2565.00
5	LA	1.00	70.00	435.00	2565.00
5	LA	1.50	78.00	449.00	2551.00
5	LA	1.50	78.00	449.00	2551.00
5	LA	1.50	78.00	449.00	2551.00
5	LA	1.50	78.00	449.00	2551.00
5	LA	1.00	70.00	950.00	2050.00
5	LA	1.50	78.00	950.00	2050.00
5	LA	1.00	70.00	950.00	2050.00
5	LA	1.00	70.00	950.00	2050.00
5	LA	1.50	78.00	950.00	2050.00
5	LA	1.00	70.00	950.00	2050.00
5	LA	1.50	78.00	950.00	2050.00
5	LA	1.50	78.00	950.00	2050.00
5	LA	1.50	78.00	950.00	2050.00
5	LA	1.00	70.00	342.00	2658.00
5		1.00	70.00	337.00	4663.00
5		1.00	52.00	337.00	4663.00
5		1.25	65.00	337.00	4663.00
5		1.25	65.00	337.00	4663.00
5	LA	1.25	65.00	345.00	2655.00
5	LA	1.25	65.00	345.00	2655.00
5	LA	1.25	65.00	345.00	2655.00
5	LA	1.25	65.00	345.00	2655.00
4	LAMA	0.75	51.00	187.00	2813.00
4	LAMA	1.00	68.00	187.00	2813.00
4	LAMA	1.00	68.00	187.00	2813.00
4	MA	1.25	85.00	544.00	2456.00
6	MA	1.25	85.00	354.00	2646.00
5	MA	1.00	68.00	663.00	2337.00
5	MA	1.00	68.00	663.00	2337.00
5	MA	1.00	68.00	663.00	2337.00
8	MA	1.00	68.00	765.00	2235.00
8	MA	0.75	51.00	765.00	2235.00
8	MA	1.00	68.00	765.00	2235.00
8	MA	0.75	51.00	765.00	2235.00
8	MA	1.00	68.00	765.00	2235.00
5	MA	1.00	68.00	204.00	2796.00
5	MA	1.00	68.00	204.00	2796.00
5	MA	1.00	68.00	204.00	2796.00
8	MA	1.00	52.00	615.00	2385.00
8	MA	1.00	52.00	615.00	2385.00
8	MA	1.00	52.00	615.00	2385.00

Oases Student Tracking
 Hours Used
 Amount Paid (Used)
 Amount Left

Select District:
FL - Hillsborough County

Select School/Location:
ALL SCHOOLS/LOCATIONS

Month
January, 2011

Display
ALL

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Battle, Quoniya																				1:00												1:00
Bell, Stewart				1:00		1:00					1:15							1:15							1:15							4:30
Braswell, Tynira					0:45						1:00								1:00													2:45
Call, Patricia																									1:15							1:15
Conner, Madeline																									1:15							1:15
Cook, Anita				1:00							1:00							1:00														3:00
Gonzales, Clair				1:00	0:45						1:00	0:45						1:00	1:00													4:30
Perry, Joann				1:00							1:00							1:00														3:00
Russell, Jeffery		1:00								1:00							1:00															3:00
Bell, Andrew		1:00				1:00				1:00															1:00						1:00	5:00
Bell, Crystal				1:30							1:30							1:30								1:30						6:00
Bell, Nediris				1:30	1:30	1:00					1:30	1:00						1:30	1:00						1:30	1:00						11:30
Bell, Yolanda				1:15							1:15							1:15							1:15							5:00
Bell, Scot						1:00																										1:00

Create Invoice

Invoice Nr

Total Hours 52:45

Other

Student tracking for INVOICE Screen Shot (sample)

CLASS ACT SPORTS TUTOR INVOICE

For the MONTH _____

Tutoring Location _____

TUTOR NAME, ADDRESS, PHONE _____

District _____

detroit

BILL TO:

CLASS ACT
P.O.BOX 442305
DETROIT, MI 48244

Students Present / Print	DATE	TIME	HOURS	RATE Per Hour	TOTAL DUE
					\$0.00
					\$0.00
					\$0.00
.....					\$0.00

TOTAL HOURS 0

TOTAL AMOUNT DUE _____ \$0.00

Sign and Date



Study Island: Solid Research Equals Solid Results

Evidence of Success: Michigan Educational Assessment Program

Date of Study: May 2007

Sample: Fall 2006 Study Island Schools v. All Other Michigan Public Schools

Overview of Study

The Michigan Educational Assessment Program (MEAP) scores of all public schools throughout Michigan not using Study Island and using Study Island for the first time throughout the 2005-2006 school year were analyzed. The MEAP is a test given in the fall in grades three through eight. Students are given a scale score based on their performance on the MEAP and assigned to one of four achievement levels: Apprentice, Basic, Met Michigan Standards, and Exceeded Michigan Standards. The schools that used Study Island came from large and small districts and from urban, suburban, and rural locations.

Results of Study

Study Island schools Meeting or Exceeded Standards increased from 2005 to 2006 over all other Michigan state schools in nearly every subject area tested.

Grade	Subject	MI 2005	MI 2006	% Change	Study Island 2005	Study Island 2006	% Change
3	English	78	78	0%	76	79	4%
3	Math	87	86	-1%	87	89	3%
3	Reading	87	86	-1%	86	87	2%
3	Writing	52	50	-5%	50	52	3%
4	English	76	75	-1%	74	77	5%
4	Math	82	83	1%	82	87	6%
4	Reading	83	83	0%	82	89	8%
4	Writing	55	42	-23%	54	50	-8%
5	English	75	75	0%	72	77	6%
5	Math	74	73	-2%	71	76	7%
5	Reading	80	82	2%	79	83	6%
5	Science	76	80	6%	75	82	11%
5	Writing	63	55	-14%	60	69	15%
6	English	77	75	-3%	76	78	3%
6	Math	65	65	0%	64	70	10%
6	Reading	80	81	1%	79	84	6%
6	Social Studies	78	71	-10%	78	74	-5%
6	Writing	75	71	-6%	74	75	1%
7	English	73	73	0%	66	79	20%
7	Math	60	61	1%	59	67	13%
7	Reading	76	78	2%	75	83	11%
7	Writing	67	62	-8%	67	68	1%
8	English	69	68	-2%	68	73	8%
8	Math	64	64	0%	62	69	12%
8	Reading	73	73	0%	67	77	15%
8	Science	77	72	-7%	77	78	1%
8	Writing	65	63	-4%	68	69	0%

SAMPLE LEARNING OBJECTIVES (HSCE)



Smith, Brooke - Fri 04/29/2011 - Demo

PRICING | CONTACT | LOG OUT

→ School Stats
Class Manager
Create New Test
Message Center
My Attributes

Instructions

For additional information, including pricing, email sales@studyisland.com or call 800-419-3191.

High School Mathematics - HSCE Mastery - Demo**Start Studying**

Reports	Title	Your Results		Passing Goal		Grade	
		Items	Score	Items	Score		
Math Report	Math - Only the topics in red are viewable in the demo.						
Summary Report						View HSCE Map	
MI Programs	1. <input type="checkbox"/> Pretest--Math	0	:	10	:	N.A. - details	
HSCE Math	2. Algebra I						
	a. <input type="checkbox"/> Properties of Arithmetic - lesson	0	:	10	:	70% - HSCE	
	b. <input type="checkbox"/> Absolute Value - lesson	0	:	10	:	70% - HSCE	
	c. <input checked="" type="checkbox"/> Exponents - lesson	0	:	10	:	70% - HSCE	
	d. <input type="checkbox"/> Algebraic Expressions - lesson	0	:	10	:	70% - HSCE	
	e. <input type="checkbox"/> Symbolize Problems Solutions - lesson	0	:	10	:	70% - HSCE	
	f. <input type="checkbox"/> Inequalities - lesson	0	:	10	:	70% - HSCE	
	g. <input type="checkbox"/> Linear Functions & Equations - lesson	0	:	10	:	70% - HSCE	
	h. <input type="checkbox"/> Systems of Equations - lesson	0	:	10	:	70% - HSCE	
	i. <input type="checkbox"/> Functions - lesson	0	:	10	:	70% - HSCE	
	j. <input type="checkbox"/> Graphs of Functions - lesson	0	:	10	:	70% - HSCE	
	k. <input type="checkbox"/> Inverses of Functions - lesson	0	:	10	:	70% - HSCE	
	l. <input type="checkbox"/> Real World Functions - lesson	0	:	10	:	70% - HSCE	
	m. <input type="checkbox"/> Quadratic Functions & Equations - lesson	0	:	10	:	70% - HSCE	
	n. <input type="checkbox"/> Radical & Power Functions & Equations - lesson	0	:	10	:	70% - HSCE	
	o. <input type="checkbox"/> Scatterplots - lesson	0	:	10	:	70% - HSCE	
	3. Geometry						
	a. <input type="checkbox"/> Vectors - lesson	0	:	10	:	70% - HSCE	
	b. <input type="checkbox"/> Convert Units - lesson	0	:	10	:	70% - HSCE	
	c. <input type="checkbox"/> Mathematical Reasoning & Logic - lesson	0	:	10	:	70% - HSCE	
	d. <input type="checkbox"/> Angles - lesson	0	:	10	:	70% - HSCE	
	e. <input type="checkbox"/> Distance & Midpoint - lesson	0	:	10	:	70% - HSCE	
	f. <input type="checkbox"/> Triangles - lesson	0	:	10	:	70% - HSCE	
	g. <input type="checkbox"/> Trigonometry - lesson	0	:	10	:	70% - HSCE	
	h. <input type="checkbox"/> Polygons - lesson	0	:	10	:	70% - HSCE	
	i. <input type="checkbox"/> Circles - lesson	0	:	10	:	70% - HSCE	
	j. <input type="checkbox"/> Surface Area & Volume - lesson	0	:	10	:	70% - HSCE	
	k. <input type="checkbox"/> Drawing Objects - lesson	0	:	10	:	70% - HSCE	
	l. <input type="checkbox"/> Similar and Congruent Triangles - lesson	0	:	10	:	70% - HSCE	

SAMPLE LEARNING OBJECTIVE - HSCE

HSCE

MI Grade 11, Math HSCE

L2.1.2

Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.

Covered by Study Island Topic:

Exponents

SAMPLE LESSON

Exponents

When a number or variable is multiplied several times, it is easier to write it as an **exponent**.

Example: $(7 \times 7 \times 7) = 7^3$

7^3 is an example of an exponential expression.

The bottom number, **7**, is called the **base** number. The top number, **3**, is called the **exponent** or power. 7^3 is read "7 to the power of 3", "7 to the third power", or "7 to the third".

Example: $(a \times a \times a \times a) = a^4$

In this case, **a** is the **base** and **4** is the **exponent** or power.

What about negative exponents? Let's look at the following example.

$$3^2 \times 3^{-2} = 3^{2+(-2)} = 3^0 = 1.$$

This indicates that 3^{-2} is the reciprocal of 3^2 . However, the reciprocal

of 3^2 is $\frac{1}{3^2}$. Thus, $3^{-2} = \frac{1}{3^2}$

So, for any base **b** raised to the **-nth** power,

$$b^{-n} = \frac{1}{b^n} = \frac{1}{\underbrace{b \times b \times \cdots \times b}_{n \text{ - times}}}$$

Example:

$$2^{-3} = \frac{1}{2 \times 2 \times 2} = \frac{1}{8}$$

Whenever a number is raised to a fraction, it has a **rational exponent**. There is a special way to deal with these types of exponents.

When dealing with rational exponents look at the numerator and denominator as separate numbers. The numerator will represent an exponent in the way it is usually thought of. The denominator will represent a root. Given the numbers *a*, *n*, and *m*, the following is true.

SAMPLE EXERCISE
(HSCC)

Additional Options:

- ☐ Hide Multiple Choice Answers (Written Response)
- ☐ Open in Microsoft Word (add page breaks and/or edit questions)

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Generation Date: **04/29/2011**

Generated By: **Brooke Smith**

Exponents

1. Simplify: q^{-3}

- ☐ A. $\frac{1}{q^3}$
- ☐ B. $-3q$
- ☐ C. $\frac{-1}{q^3}$
- ☐ D. $-q^3$

2. Simplify: 3^5

- ☐ A. 15
- ☐ B. 27
- ☐ C. 9
- ☐ D. 243

3. Simplify: x^0

- ☐ A. 0
- ☐ B. 1
- ☐ C. $\frac{1}{x}$
- ☐ D. x

4. Simplify.

$$4^{-3}$$

- ☐ A. $-\frac{1}{64}$